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ABSTRACT

Homes should be our nation's primary education delivery system, but Americans are surrendering family education rights to vested interests and the state. Why? Social pressure, educational myths about children's achievement and sociability, and state laws that take authority over children away from parents but leave them acccuntable for their children's behavior are three reasons why. American parents believe the institutionalization of their children is right because that is what almost everybody is doing. There is no doubt that the academic achievement and sociability of children declines when they leave home to attend school. Somehow parents have been led to believe that teaching ability comes only with a teaching certificate. As a consequence parents have developed an overwhelming inferiority complex as teachers, when in fact even an ordinary home is a better educational nest than the best institution. Although across America, parents in several states are being charged with criminal neglect when they attempt to educate their children at home, perhaps a quarter to half a million American children are now being educated in home schools and the number is increasing rapidly. By way of conclusion, this discussion provides seven reasons for the growth in home schools and offers fifteen recommendations for effective home school programs. (Author/RH)

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AMERICA'S GREATEST EDUCATIONAL SYSTEM*

Raymond S. Moore

My topic today is a risky one, coming from a schoolman. Just last month after I prepared this talk, the PHI DELTA KAPPAN, the nation's leading education journal, published a parody on the futility of trying to change the educational system, regardless of the evidence or need. So I pray for grace not to offend you this afternoon. For I know that it matters little if I am right, if I don't say it well. And if you need evidence for what I say we will have question time at the end of these remarks.

Today my concern is not only that we Americans are surrendering our family education rights to vested interests and the state, but that we don't know HOW or WHY we are doing it. And we need to know. Many naively think that one who would do anything else is a little crazy. But after long experience in our educational systems at all levels I inquire why we should prefer institutional life for our children? Why and how has

*Include in introduction that RSM comes to this subject from a background of public and parochial school superintendent, college professor and president and federal education officer.

the home been pushed to one side as the central educational system of our age when it nearly always excels?

We do well to recall that the hand that rocks the cradle still rules the world, and the consistency of that hand dictates the quality of our civilization. Today I'd like to tell you how and why, at least through the child's first 8 to 10 years (some psychologists say 12 to 14), the family is the world's best education delivery system. Our violation of this practice is perhaps the most pervasive form of child abuse in America today. Its emotional damage and motivational loss is much worse than the physical pummeling of a child. And our whole nation suffers.

Home schools, many of them operating formally no more than 1½ to 2 hours a day (though actually they operate informally from dawn to dusk) are turning out children far superior in achievement, character, behavior, sociability and leadership than those in our institutions. Family-centered education is proving a key to the self worth of the child and the integrity of the home. It is essential to high productivity, morality, patriotism and the economic security and peace of our nation. Yet the state is making prior claims on our children. Since <u>quality</u> of education cannot possibly be the real question, it must be the <u>control</u> of our children. We have come to the point where we must decide which is first, the home or the school. Today we offer sound solutions for hard problems.

The observations we make this afternoon are derived not only from clinical experience and our teams at Stanford and University of Colorado Medical School, but also our staff analyses of more than 7,000 studies

of children. And we believe they mesh perfectly with common sense.

Social Pressure. Three underlying problems cry out. The first is social pressure, which can be a constructive force or one of the most cruel and subversive of tyrants.

I

Several weeks ago during morning rush hour we were driving N on US 75 out of Dallas. The outbound flow was quite free at that time of day, but traffic into the city was backed up nearly 5 miles on Highway 75 from I-635, the freeway around Dallas. As I looked up those miles of cars, occasionally moving bumper to bumper at no more than 5 miles an hour, my mind was boggled at thoughts of wasted time, lost fuel and of the simple-mindedness of the blind following the blind. Many had probably been doing this for years. On either side of US 75 going both directions are 2-lane service roads which can carry nearly as much traffic as US 75 itself. True they were possibly a little narrower and subject to occasional crossroads, but they had about the same speed limits. Yet, except for an occasional pick-up truck or sedan here and there, the service roads were empty for that entire 5 miles.

I wondered what the freewayites were thinking when they saw those few flying along at 55 mph on the side roads, or if they were thinking or looking at all. Right or wrong, the freeway was choked by many people who were there simply because "everybody was doing it." If even intrepid Texans do this, where is society going? I will tell you: We are going

precisely the way of every great society just before it collapsed.

The histories of Greece, Rome, the French Revolution are astonishingly similar: Wars which forced women to work out of home, family breakdown, feminism, moral expediency, perversion, birth decline, indifference to old people, and dislike for work, brought a loss of responsibility and self respect. Thoughtfulness gave way to greed. With the increase of leisure and sports came a decline of productivity. The families were no longer teaching their children to be producers. Rather they must be amused. What did they care if their company made a profit as long as they had their fun? Patriotism was prostituted. It was what my country can do for me, not what I can do for my country. Greece, Rome, France and now America! "Get whatever you can out of life in paperback" is the ad for a new psychology book. Harvard sociologist Carle Zimmerman warns that our free society as we know it will likely not survive the century.

The highest certainty most American parents have of the rightness of their children's education today is that everybody is doing it--in paperback, expedient style. We fear to be out of step, even if it takes us to hell. We don't want to be bothered with the indignity of service roads with their red signals and crossroads. We prefer to stop every few feet and suffocate in our own exhausts if that is the price for staying with the Joneses. If necessary we are prepared even to sacrifice our little ones on this altar of self.

But I am glad to report that there is an emerging movement of parents

who are determined not to make this sacrifice. They find that schools, like dandelions, are beautiful on the mountainside, but ugly when they intrude in their front lawns. They are determined that the school will not further usurp the rights of the home.

II

Educational Myths about Achievement and Sociability. A second basic problem is our eagerness to assume things about our children's mental and social development which are convenient to us, but are not true. Prominent psychologists and educators, eager to innovate or to please, claim great powers for the young mind. They persuade us that if learning comes fast to little children, why not ram it in, jam it in more? And also that little kids are best socialized by other little kids, so we must have more institutions to mix them. Both reasons--achievement and sociability--are devilish myths.

Of course a month-old babe will make fabulous percentage gains over what he knew a month before, when he knew little or nothing. But we fail to consider that his quantity and quality of learning hardly match that of a child who can plug thousands of formal learnings into 10 years of experience and who will learn them with less anxiety and strain. And sociability, the kind that little children best deliver to their peers, is called peer dependency—the social cancer of our age--which sets them up perfectly as victims of the social pressures we already know. The only sound reason for putting little children out of their homes and into institutions is our total inability to care for them in our homes.

Yet we, like the Joneses, push our delicate, normal little youngsters like birdlings out of the nest long before they are ready to fly. As soon as little birds have feathers and wings, we reason, they should of course be able to fly. A mother bird would be instinctively shocked at our stupidity, knowing that predators wait to devour her young. But not us humans. Our little children have brains and hands. Baby them until they are out of diapers, then let them shift for themselves into their own kind of tragedy.

Look first at your child's mind: His senses--taste, touch, smell, vision, hearing--normally are not ready for the strain of formal learning until at least ages 8 or 9. Nor is he yet physically well-coordinated. He is awkward for the competitive demands of his peers, and vulnerable to their ridicule. And the more of them that get together the greater the potential for damage.

He is not cognitively ready--he cannot reason consistently or answer "why"--until about 8 to 11.

His brain is not appropriately insulated for the millions of electrical transactions required for formal school, nor is it in balance for consistently thoughtful learning until at least 8 or 9. He needs--and feels secure in--well-considered continuity and routine with his parents or at most with only a few of his peers at a time.

The Marvel of the Brain. Your child's brain is made up of about

12 billion neurons or cells in 3 lbs. of pink-grey mush. Every neuron has 100,000 or 200,000 tiny synapses or connectors, not one of which touches another except through electric current. Using these connectors your child's senses can grasp 100,000,000 bits of data a second. All the atoms of our solar system only number about 10^{56} (one with 56 zeros) and our visible universe only 10^{66}. But if each brain connector contacted each other one only once, in only 1,000,000 neurons (.004 of the brain) the figure would be $10^{2,783,000}$. If you included instead all 12,000,000,000 cells of the brain, all the people in the world writing full-time could not write the number in their lifetimes. To do the work of a single brain would take a computer that covered the face of the earth. Yet it still could not reason or understand. It still could not worship. No wonder our children need our one-to-one devotion. No wonder our homes should be the primary education delivery system.

"But my child is very bright," you say. The sharper the axe the easier it chips. The brighter the child the faster he goes--often in the wrong direction if he is put out of home and into school before he is ready. Most little children today are tired of school by the 3rd or 4th grade--about the time and place they should be starting--a terrible loss.

On the other hand among the hundreds of children on our records who have waited until at least 8 to 10 and started school as they should, with their agemates, we do not have a single poorly-motivated child. The geniuses of the ages were by and large those who received a great deal of parental fellowship at home.

Sociability. Even more at risk than their achievement is their sociability. Your child's values are not jelled until he is able to reason with some consistency. If he spends most of his time before 11 or 12 with his peers, he is highly vulnerable to peer dependency, the social cancer of our age. His values are randomly absorbed from his agemates. And no matter how good the school, the social contagion is there. He has little sense of self worth--the basic ingredient of a positive sociability. He has a dim view of himself, his future, of you and even of his peers. He is unable to make moral values decisions on his own. He does what comes naturally. He takes the freeway and frowns at the narrower roads with their restrictive signals. He follows the crowd: sometimes hyperactive, sometimes withdrawn, but never truly independent, his own man.

Contrast this child with the one you place on a single values track in the home until at least 8 to 10. He is one-to-one with you, his parents, who eat with him, warmly respond to him, and see that he naps and has freedom to play; who read to him from the time he walks. He learns to put his toys away, to help in the home and in the yard. He feels needed and depended upon. He has learned responsibility, order, industry and other character qualities not often learned in school. He senses that he is a part of the family corporation. He can literally handle all the normal housekeeping chores--cleaning, repairing, planning, buying, cooking. When he does go to school, he is his own man, a social and behavioral leader, the most positive element in a productive nation.

We and most of our children today, including the rebels of the 60's

and the drug culture of the 70's, are fruits of the peer syndrome and the normal curve: And so we compare ourselves by ourselves--whether in our school grades, the width of our ties, the length of our skirts or the way we mistreat our children. And we are resentful of any who veer from the norm, even if the norm is hell-bent.

Speaking of norms, no wonder that St. Paul declared that they who measure themselves by themselves and compare themselves among themselves are not wise (2 Cor. 10:12). Later in that chapter he offered instead a strong standard of conduct and devotion: "do all to the glory of God."

In my home state of California there are about as many A's and B's as two generations ago. But teachers have kidded themselves and us by handing out grades by the normal curve, and we insisted without any basis in fact on putting the kids into school before they were ready. Today reading failure averages more than 5 times that of the 1940's. The norms have skidded a long way. Why the norm for our standard?

We give more thought to some standards for our cars, our drugs and our golf than we do for human behavior. We are more careful about the diet of our dogs than the meals for our kids. It is time to set a sinular standard for our families.

III

And a third major problem begs attention: State laws take away our parental authority over our children but leave us the accountability for their behavior. Some parents prize this as freedom when in fact it often brings heartache, frustration and irreversible loss, eventually

making them the prisoners of their past neglects. When their children reach their teens, they find the measure of freedom for which they bargained: hostile, rebellious youth who accuse them of hypocrisy.

The goal of one of the agents of the state, our nation's largest teacher's union, is to "become the foremost political power in the nation . . . to reorder the priorities of the United States of America." The only way a civil group can do this is to usurp the prerogatives of the family.

Remember, the state offers us its parenting services at our expense. Those who suggest this, somehow weave fiction with fact. Parents are clearly the best teachers of young children--at least until 8 or 10. Yet we are social-pressured and brainwashed to believe that the state's agents can out-parent us, and we gullibly agree. Parents have overwhelming inferiority complexes as teachers. To teach well at home simply means to be warm, responsive, consistent and to use a little imagination and common sense. Yet we have somehow been conned into believing that teaching ability comes only with a teaching certificate.

So we believe this myth and lose all energy to do the thing we can do best, and give in to the state. Why? Because "everybody is doing it." And of course, we hear, they are doing such a great job in Europe: When in fact it has been established that even an ordinary home is a better educational nest than even the best institution. And childhood care in much of Europe is even more abusive than here.

Once we surrender, the state and its allies are loathe to relinquish their power over us. Who are the state's allies? Teachers unions? Yes. Feminists? Perhaps. But most of all, you and I. We create social pressures which give substance to our laws.

Why did an Atlanta court recently try to take away Patty Blankenship's two boys when she kept them home together while nursing one back to health to avoid amputation of his leg? Why did Michigan jail Judy Waddell for the criminal child neglect of not enrolling her child in school when her pediatrician and psychologist warned her that he was not ready? Why did Wisconsin force Assistant District Attorney Larry Horbinski to give up his job and sacrifice his home to give his children the best possible education--at home? Why did Utah publicly defame John Singer's children then shoot him when he resisted the state's dangerous demands? "The law and social pressure" is the answer. Don't place all the blame on your legislature. For many "the state" boils down to your neighbors or you! Parents often have less reason to fear their schools and their laws than the person next door. Nearly every case we have shared in court was pressed by neighbors. It takes unusual courage to stand up to such community pressure.

And every one of these parents was charged with criminal neglect, even though the Blankenship boys excelled in studies and were mascots of the Atlanta Flames Hockey Team; Brett Waddell was reading at grade 4.5 when he started school at 8; the neighborhood children flock to the Horbinski home where they find love and friends who are bright and hospitable; and John Singer, in spite of some rigid beliefs was worlds closer to the truth than the state psychologist who examined--and maligned--his children. The Singer children not only do well in their studies, but are among the best in character and graces and manual skills of any I have ever seen.

When social constraints are joined with law we usually capitulate.

We seldom place first our children's developmental needs. Our Stanford policy team found that few if any states have made their school entrance laws on the basis of systematic research. Such laws generally derive from a mixture of fancy, vested interests and parental indifference. Some have come together by sheerest chance. And worse of all, some laws come from brains which have taken a vacation from reason.

Somehow the schools have edged their ways into our consciousness as superior to the home. The federal government has accentuated this with its largesse and with ties that the states dare not defy. The act somehow has to be kept on center stage. So all manner of educational crazy quilts are offered--new math, open classrooms, tracks, computerized teaching, etc., etc. No wonder parents are scared out of their wits at thoughts of educating their own. Oh worship the wisdom of the state!

In California the state superintendent of schools declared that readiness, one of the most vital of all educational principles, is now somehow "outmoded." This is like saying that he has now found that tadpoles can hop before they have legs. Or that you should take your child out of diapers at three months. Just think! No more pampers to buy. But for such new freedom you will pay an interesting price.

The world's greatest education is loving, consistent responsiveness on a one-to-one basis. Where can this be done so well as in the family? And many homes are proving it. When we unnecessarily put our children out of the home at 2 or 3 or 4 or 5 or 6, we pay a price we will one day regret. And that is only the beginning if some legislators have their way.

So we then cement these insane laws in place by ignorance and social pressure. Young mothers in tears call and write us across the continent for strength to handle the local pressures to put their babies out of home.

Although many women defy their instincts, most still worry when they send their little ones away early to school. No wonder nearly every major article on working women speaks to the guilt so many possess. There is nothing, I repeat nothing, right--either instinctively or morally or even scientifically--about unnecessarily surrendering your child to anyone. I say "unnecessarily" for many parents have no choice. They are single or widowed or they are financially, or physically or emotionally absolutely incapable of doing the job. In such cases their children tend better to understand.

We can even do a lot toward helping the financial cripples through lessons in home management and frugality. And we can help many with troubled emotions by showing them happier routines in child care.

But it is pretty lame to use a state law to excuse our selfish desires for personal freedom. It is an ungodly reason. I am a scientist, not a theologian, but I understand that we are to render unto Caesar that which is Caesar's and to God that which is His. Ours is a nation under God. In Him we trust. Our children are creatures of God, granted to us by Him, not by the state. Unfortunately the religion of many stops where their convenience begins.

REASONS FOR HOME SCHOOLS

Most home schools today operate through the primary grades. Many continue through the elementary years, and some through high school. Some are part-time, others full-time. For some the school day is an hour and a half. For others six. Some have one student, others ten. And no two schools are exactly alike. They are highly flexible--as small schools can be. Orderly but serious about their task and their results are excitingly good. The reasons they are flourishing today are far more positive than negative. We tell you this not to degrade public schools, but to show why we must not put down home schools. Ponder a few reasons:

First Reason. The U.S. Supreme Court has made it clear that whatever our religion, our Constitution guarantees our prior rights as parents to educate our children. Home schools thrived in our land through nearly three centuries. Their excellence has never been truthfully denied.

Second Reason. Home schools usually produce higher academic records than do public and church institutions. It was not unusual that the Douglas Ort children of Canton, New York, when challenged by authorities, scored at 96 to 99% in the Stanford Achievement Tests.

It was not astonishing that 13-year-old Leslie Sue Rice gained nearly three grade levels in one year under her high-school-educated mother--who was acquitted of charges of criminal neglect. Most judges still like children and are less interested in the law's letter than its intent.

Third Reason. If enrichment is a goal of better education, then family schools are generally the best. Research describes the history of genius as one of great parental warmth and fellowship at home. And most importantly of all, the homes record as a builder of character--order, responsibility, industry, initiative, etc.--and the personal graces of kindness, thoughtfulness and patience, cannot be equaled. A decent parental example provides a far stronger ideal than the social contagion of young peers.

Fourth Reason. Many parents are worried about the subjection of their children to atheism or satanism or witchcraft or explicit sex, or to evolution unbalanced by creationism. The home school gives the parent control of the curriculum. And pressures of undue competition in the classroom and on the playground make some children hyperactive and others withdrawn. This was the problem with the boys of Dick and Marjorie Schaefer in Southern California. The school authorities understood, and the boys are thriving in their family school.

Fifth Reason. A far more natural learning environment is likely in home schools. A parent, even without a college education, can with fewer pressures do more and better teaching in 1½ to 2 hours in the home than a good teacher can do the entire school day. And the parents can work with the children at a variety of constructive tasks in the garden or kitchen or shop.

Sixth Reason. Most parents better understand the needs of their

children because of their biases and one-to-one relationships with their own offspring. Children need this partiality. We think of two examples from the last few weeks. The other day in an Illinois parochial school, a teacher gave a 12-year-old an F in music. She was a star piano student, performing Mozart well. But when the mother inquired about the unexpected grade, the teacher said she had not been singing with enough enthusiasm recently in chorus. The real problem: a sort throat.

A bright and conscientious 8-year-old Missouri girl was for two weeks kept in during recesses because she did not do her math well. Well, girls aren't supposed to do math so well as boys. Girls excel in communication. The lack of physical exercise was enough, but was far less ominous than the emotional strain of failure before her peers. The real problem: the little girl was undergoing a program of corrective eye surgery.

Seventh (and last) Reason (for home schools). If you want to see the uniformly happiest, most secure, best-behaved and adjusted children, I strongly suggest that you visit a few home schools. When they do eventually transfer to institutional life, they usually are among the social, behavioral and academic leaders.

No wonder today we have perhaps a quarter to half a million children in home schools. And the number is increasing rapidly. This is a promising sign if we are truly child-centered--not out of opposition to schools, but because these home schools signal an increasing parental awareness of

children's directions and needs, and the lessons they pose for the schools themselves.

RECOMMENDATIONS

We offer some recommendations which every school should abide if our nation under God is to survive. They are needed for all students in all schools. And though many schools are trying them, by its very nature, the home school performs best.

First, (of our Recommendations: our Goals). That we decide which educational goal is greater: (1) sound moral character with all its values and graces, or (2) academic skills. These of course need not be mutually exclusive. But we must remember our first accountability to the God of our nation's spacious skies and amber waves of grain.

Second, (Parent Rights). That we teach mothers and fathers to value their parental authority as a sacred right to be delegated to no one, not even the state. The ease with which many parents have been persuaded to discard their children--to delegate their parental authority to the schools and th- social filth of their peers--reminds me of the depth of reasoning of our little 4-year-old grand-niece out West. Her father found her one day down in front of a toilet in her grandparents' house counting "one, two, three, four, five,..." In her tiny hands was a pack of $100 bills which she had found in one of her grandmother's drawers. She had been told that money was "dirty" and "not nice," so

she was systematically flushing them into the sewer.

Ridiculous as that may sound, parents lose a far more valuable asset than a few $100 bills when they discard their authority. We must broadcast among both parents and educators that the first amendment of the Constitution guarantees parents prior rights and obligations in the control and education of their children. And advise them of their privilege and obligation to monitor our legislature and to see that we have sound laws. And remind educators that the burden of proof of child neglect is not upon the parents, but the state.

Third (Children's Rights). That we clear up the confusion between indulgence and children's rights. One of their greatest rights for example, is to be disciplined, to be controlled, to be given a sound, straight track. Children cannot be expected always to know what is best for them. Their rights must always be measured by their maturity and their ability to accept responsibility for their acts.

Fourth Recommendation (Children's Needs). That we center our educational programs on the verified needs of our children, not on the convenience or profit or instincts of vested interests--on the making of jobs for teacher unions or the supporting of educational publishers, or the satisfying of minority groups or of derelict parents.

Fifth (Sociability and Behavior). That we decide intelligently the kind of sociability and behavior we seek for our children. (1) the positive

sociability based on self worth as members of the family, as worthy, productive citizens and as candidates for the throneroom of God or (2) the negative sociability of peer dependency, social contagion and self-centered living. And we must then school our children accordingly.

Sixth (Parents as Teachers). That we urgently need our parents help to understand that they are their children's first and best teachers. The highest discipline is the fine art of discipleship--learned one-to-one at home.

Seventh (Child Abuse). That we revise our concepts of child care and abuse to give larger part to the emotional needs of our children. For the child whom we reject by an unresponsive home, by putting him out early to school or by encouraging feelings of stupidity or of failure in school is even more to be pitied than the child who is physically hit. Little boys, trailing little girls a year or so in maturity are nevertheless bound by the same laws. No wonder they are so often considered dumb or misbehaved. No wonder three of them fail for each little girl. Three are delinquent; four, hyperactive.

Martin Engel, former Director of the National Day Care Demonstration Center here in Washington, points out that no matter how we rationalize the institutionalizing of our children before they are ready, they sense rejection. John Bowlby of the World Health Organization strongly verifies this point. Emotions heal slower than bodies.

Our Eighth Recommendation (Social Pressures). That we reassess social pressure and conventional wisdom in education. If they are enlightened and principled, we have fine traditions. If not, we have misery and loss.

The other day while driving through the Missouri countryside our eyes rested on a pastoral scene of fat Hereford steers eating or resting near a grassy-edged stream. They had no idea of their future. Yet all it takes to get them on the way to the slaughter house is to get the lead steer headed for the death gate. The others will quickly follow.

Ninth (Courtesy). That we all relearn the privilege of courtesy, of thoughtfulness and service to others. Does your child sit while an older or crippled person stands? What academic skill matches kindness and common sense--graces so seldom taught in our schools, and which are best reflected in our homes. Do our actions say to our wives, "Lift your own bags," "Close your own door," "Find your own seat," "Walk wherever you can on the sidewalk"? What do your children learn?

Tenth (Work). That we return to the work ethic. This is long overdue, a casualty of the consolidated school and urban living. It is time again to balance study with work, the teacher working with the student wherever possible. We are finding in projects from coast to coast that these homes and schools which place at least equal emphasis on work as on study--teachers working with their students at least half the day--they are bringing out children stronger in scholarship, character, behavior

and manual skills. And are costing the parents and taxpayers far less money.

There is no more certain road to self worth than regular work and service to others. This may come as a surprise from a former public school coach trained at USC, but sports simply do not build character and self worth like work, but often rather do much to feed the narcissism--the me-first hunger--of our age.

Eleventh (Parent-Child Time). That we spend more time with our children. You have heard that the average father spends 37 minutes a week with his children. They need us in the morning, in the evening, on weekends, on vacation--never letting other interests (TV, the sports page, business, or even the school schedule) interfere with our plans to be together with them. The pre-teen girl for example, who has a reasonably warm, responsive and consistent relationship with her quality father and balances her school time with constructive chores at home with her loving mother will seldom be found pregnant in her teens. Nor will the son be a moral loss. The extent of the peer influence on our children largely depends upon our wise devotion to them or our surrender to their peers.

Twelfth Recommendation (Costs). That we don't let anyone persuade us of the wonders of European child care and putting your child out of home. It is time that we reevaluated the already prodigal, wholesale delegation of our family responsibilities to the state--e.g. lunches, bussing, child

care, care for the elderly, etc., etc. I feared the results of the Great Society when I was with the U.S. Office of Education here in Washington in the 1960's and found another job.

I was compelled to question the Javits-Mondale legislation of the 1970's with all its child-care goodies and vested cruelties. Its annual pricetag in 1971 was said to be 4 to 7 billion dollars. Bill Shannon, editorialist of the NY TIMES, and now our ambassador to Great Britain said even then that the costs would likely be closer to 40 billion. The official pricetag has now, I understand, gone to 15 billion. Perhaps the real costs would now be five times that figure.

If you have any doubts about the eventual results of such a course I suggest that you visit the maternelle schools of France (if they let you in) and grasp the cattle-car effect that nation has bought for its 2½ to 6-year-old children--where we found teacher-child ratios up to 1:45, 1:60 and in one place 1:64. Or go to the average kibbutz in Israel where the peer syndrome reigns, and where, one Israeli teacher seminar head told me that they are unable to make decisions without their peers, and, she said, "make very good Israeli soldiers, indeed."

Thirteenth (Dignity of Parenthood). That we do much more to help our parents understand the dignity of parenthood; and mothers in particular, to realize the nobility of motherhood--the greatest of professions--the one which joins hands with the Creator.

Fourteenth (Enjoying Children). That we reassure and teach parents the simple makeup of the home "curriculum" and how to enjoy their children from their earliest years: the value of a happy pregnancy, of natural childbirth, of the importance of the breast, of scheduling, of consistency, and warm responsiveness, of naps, of how to teach babies to sleep through the night, of making children useful helpers more than clutterers in the home, (i.e. of the work ethic for all), of sound nutrition, of frugality and economy and of family worship time. Then there is the fun of teaching them how to talk, how to walk, how to understand, and to see the responsibility this cultivates in us. These are the building blocks of happy homes where parents enjoy their children: Tomorrow's benefits of today's sacrifice

We must help parents who for one reason or another prefer to continue their children in the home school, to identify the proven resources readily available to them at little expense: How to deal with the state, how to teach simply and without anxiety. We will speak of this tomorrow.

Fifteenth and Final Recommendation (Lessons of History). We must learn well from history the strengths and pitfalls of the home. Surely the years teach much which the days never know. We need to fear the future only as we forget past lessons--the collapse of Greece, Rome and 18th century France. The quality of the family--of marriage and morality, is the measure of our national patriotism and productivity and predictor of its strength.

When and where the school can teach your children better than you, send them to school. But ponder thoughtfully before you do, and have the

courage of your convictions if your conscience and informed reason say "no."

In closing, I suggest that you also go more often to nature for your lessons and for your school. Like Arnold Gesell, the great child specialist said, take your child into nature and just be quiet. Let her do the teaching. Watch the way a mother dog takes care of her puppies; or a hen, her chicks; or a robin, the birdlings in her nest. No one of them sends them away to an "institution" until they can care for themselves. They are never short on courage. Whatever else is going on, they center on their young.

I hope that you never join my psychologist colleagues who say the home school idea is old-fashioned and sound, but it will never again be done, and that schools will continue to rule our society. We are much safer when the hand that rocks the cradle rules our world.

Can we recoup our losses? One time while visiting prefecture in Japan I found an answer from nature: I noticed from a knoll some strange flowery trees high in the pine forest below. I went down to see, and what do you think? They were Japanese cherry trees! Normally round and low like those in the tidal basin here, they had kept pace with the pine, reaching for the sun, for it was their very life.

Our life too is at stake.

Through history nearly all great cultures have given up in time like

ours. But when Caesar Augustus saw the things happening to Rome that we see around us today, he proved his rare insight and courage and devised the famed Julian laws to restore the family. They helped postpone Rome's collapse for two centuries--at a time when others had given up.

Every winter we have on our lakefront flocks of Svelte Canadian geese. But our favorite flock is led by a big white goose. The first time they came, we couldn't believe our eyes. Some said he was a snow goose. But no, he is a big, heavy, wide-tailed, yellow-beaked barnyard goose who flies at the head of his sleek Canadian flock. Five years now he has returned. We call him "the goose that didn't know he couldn't do it."

Flying at the head, reaching for the sun. That is the free, the pioneering American spirit. And we have some pioneers today: Some parents who want real freedom in their homes and don't know that it can't be done. Visit them if you want an exciting experience. They are looking far ahead, turning from the freeway and using a narrower, less popular road. But what terrific kids they bring home!

(Chairman: In tomorrow's workshop the Moores will describe in more detail how the home system is delivering the goods despite the near panic of some teacher unions and other groups who are using the courts in appalling attempts to stop it. They will present some simple, practical, proven, inexpensive principles and methods which are returning families in surprising numbers to old-fashioned ethics.)